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ABSTRACT

This scope and sequence guide for vocational home economics programs in Iowa discusses the most important dimensions of the program and describes the general purposes of programs along with factors that affect them, both in general and for Iowa specifically. The introductory chapter of the guide sets the context and the mission and also includes a description of the scope and sequence charts and a listing of the descriptive material that follows the charts. The introductory chapter is followed by scope and sequence charts on child development; clothing and textiles; family life and parenting; food and nutrition; housing, home furnishings, and equipment; and management and consumer economics. The third section of the guide focuses on planning and organizing the curriculum, and includes suggestions for articulation of home economics classes, an illustrated scope and sequence chart (showing suggested applications for various levels of students), and a scope and sequence work chart (a blank form for the instructor's use). The final section of the guide describes program components such as Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), outreach, technology, and educational equity. (KC)

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STATE OF IOWA

SCOPE AND SEQUENCE

FOR

VOCATIONAL HOME ECONOMICS

developed by
Curriculum Cadre for
Quality Vocational Home Economics Programs

State of Iowa
Department of Public Instruction
Career Education Division
Grimes State Office Building
Des Moines, Iowa 50319

1985

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FOR
QUALITY VOCATIONAL HOME ECONOMICS PROGRAMS

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FOREWORD

Our concern for the curriculum of our schools prompts us all to continually seek ways to assess "what is" and identify ways to improve the educational activities and experiences now provided. Recognition by many practitioners of the need to strengthen the school's efforts has prompted the Iowa State Plan for the Administration of Vocational Education within Career Education to provide for the continuation of curriculum improvement cadres in five disciplines. The cadres are established to make recommendations and to participate in research, curriculum materials review and development, curriculum planning and improvement, and the promotion of vocational education.

As a first step in their current curriculum revision and development cycle, the home economics curriculum cadre reviewed and evaluated existing Iowa curriculum materials published by or with the support of the Iowa Department of Public of Instruction. Subgroups of the cadre then developed scope and sequence charts identifying concepts and topics showing content of each of the six subject areas of home economics. These are to be used as a basis for planning and organizing curricular activities locally and at the state level.

The continuing involvement of practitioners contributes much in providing the type of information that is of assistance to those who are designing and implementing curriculum experiences.

I am most pleased to be able to offer this assistance.

Robert D. Benton
State Superintendent of Public Instruction

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INTRODUCTION

The principal purpose of this publication is to provide a scope and sequence for vocational home economics in Iowa. But a scope and sequence, by itself, does not represent the dimensions of a vocational home economics program. Although none of the dimensions is discussed or described in detail, the more important ones are noted, briefly, as are general purposes of programs and factors that impact programs, both in general and for Iowa specifically.

This introductory chapter sets the context and the mission. Also included are a description of the scope and sequence charts and a listing of the descriptive material that follows the charts.

OVERVIEW

Purpose

The broad goals of vocational education include strengthening the economic base of the nation, developing human resources, and increasing productivity. Vocational home economics addresses these goals. In so doing it includes not only preparation for a paid occupation but also preparation for the work of the home. It is also charged with improvement of home environments and the quality of family life.[1]

To meet the stated purposes, people require knowledge and skills that are included in the several subject matter areas of home economics. Listings of the areas vary somewhat from one legislative act to another and from one state to another. The listing used in Iowa includes child development, care and guidance; clothing and textiles; consumer education and management; family living and parenthood education; food and nutrition; and housing, home furnishings and equipment.

Legislation for vocational education has always included vocational home economics. As now funded, the program has two dimensions: preparation for the occupation of homemaking, identified as consumer and homemaker education, and preparation for occupations that require home economics knowledge and skills. The occupational dimension of vocational home economics is funded in the same category as other vocational programs; consumer and homemaker education is funded in a separate category.

[1]Excerpts from Public Law 98-524, October 19, 1984; the Carl D. Perkins Vocational Education Act.

Vocational home economics serves a variety of audiences, both in and out of school. In-school programs are offered at middle and junior high schools, senior high schools, and in our community colleges. Programs for adults are offered for a variety of out-of-school audiences in a variety of settings. There is a natural progression from the knowledge and skills taught in the middle or junior high school through the higher levels of knowledge and skill required for occupations. Programs for adults may include many concepts or topics taught in school, but they may also include updating or current trends and issues related to any of the topics either for homemaking or for occupational preparation.

Impacts on Programs

Conditions in society affect what is taught, audiences served, and the processes of instruction. At the national level, among the conditions that affect families are the increasing numbers of women in the work force; a society that is more pluralistic (or whose pluralism makes a greater impact); changes in kind, number, and location of jobs available; expanding technologies with attendant environmental concerns; and a society that is shifting, albeit slowly, from expanding consumption to conservation of resources and from production to information. Such forces have increased stress on individuals and families; further, such forces require a different set of coping skills from those required in previous years. It is a responsibility of vocational home economics programs to address those forces and to design programs that help families achieve an acceptable quality of living within existing conditions.

These same forces affect individuals and families in Iowa and should be affecting our programs. But Iowa also has problems not typical of the United States as a whole. A few short years ago, farming was generally profitable and economic conditions in this state were generally good. At this writing, we are experiencing changes and financial crises in farming. Farm families, of course, are directly affected as are families in related business and industry; i.e., farm equipment, agricultural supplies, banking and other lending institutions, and businesses that serve rural families. Thus, home economics programs designed to serve Iowans must include information to help people understand causes for sharp shifts in economic conditions and ways of coping with them.

Iowa also has one of the largest percentages of elderly population in the country. Requirements of this group, expanding rapidly at the higher age levels, must be an important consideration to quality of life for the elderly themselves and for their families. Other impacts on programs are not new, but attention must continue to be given to them. These include displaced homemakers, the divorced and widowed, single parents, and families facing unemployment or those subsisting on low incomes.

The Mission for Iowa

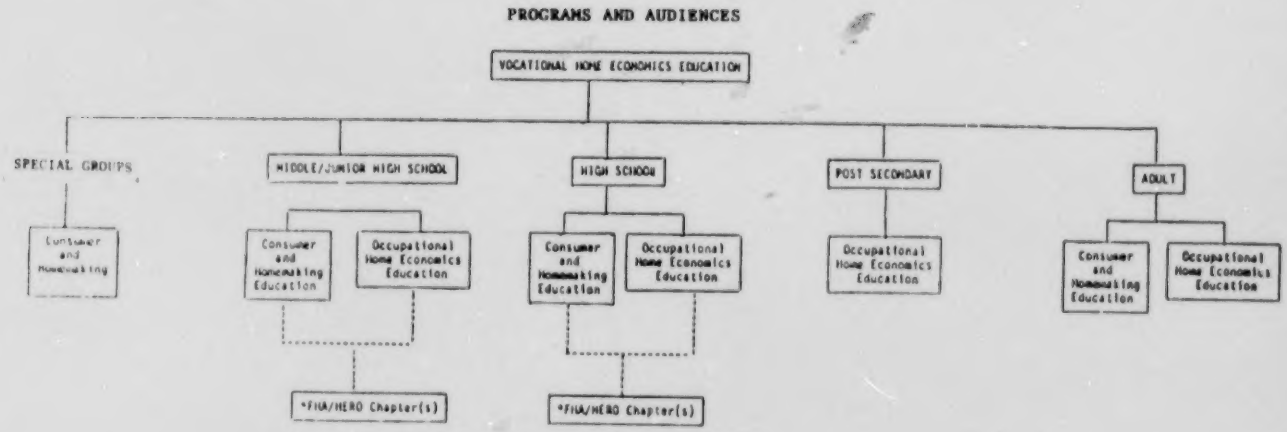
Vocational home economics programs for Iowa are designed to address general needs of individuals and families and the unique needs of individuals and families in Iowa. At the secondary level, schools offer comprehensive courses

and a variety of specialized semester courses that provide the knowledge and skills to meet the objective of improved quality of life. Although broad guidelines are provided through a variety of curriculum guides, the local education agency makes the decision on specific content considering the needs of the audiences to be served.

The required knowledge and skills are found in the six subject areas listed previously. In addition, there are three "strands" representing concepts that should be included in all subject areas.

One strand is human development and relationships. As a separate area, it includes both family living and parenthood education and child development, but dimensions of this are important in the other areas as well. Management and consumer economics is another strand that is an aspect of the six areas. An additional area especially important to Iowa because of its economic condition is the third strand, employability, with its emphasis on the importance of developing the potential of individuals for obtaining employment.

Vocational home economics in Iowa is designed to improve the quality of life for individuals and families. It seeks to do this through the knowledge and skills that are a part of vocational home economics. At the local level, the necessary knowledge and skills are developed into course offerings for audiences at the middle and junior high schools, senior high schools, community colleges, and a variety of programs for out-of-school youth and adults as illustrated in the diagram on the following page.



Scope and Sequence

The content of vocational home economics for Iowa is presented in a series of scope and sequence charts, one for each of the six subject areas. Reading across, each chart shows level I, level II, occupational, and adult/outreach. Level I is a list of concepts and topics from which one would select content of a beginning course, either a comprehensive course or a course devoted to one particular subject. Level II is for a second course or series of more advanced courses in the same topic area. The third level, occupational, includes levels I and II and the more advanced knowledge and job specific skills that a person would need for employment. The adult level is somewhat different in that it draws from any of the first three plus whatever appears of immediate concern. Progression from level I to level II to occupational is in sequence. That is, one expects that a student would master level I content before level II, and level II before occupational.

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The respective subject areas read from top to bottom. Each major topic is in bold face; under the main topic are the concepts or topics related to it. In most cases, a topic appears more than once across the page. In these cases, one can follow the topics across the levels on the same plane. The main subject area is at the top of the scope and sequence chart for each of the six content areas.

The strand for employability, management and consumer economics, and human development and relationships follow in that order. For example, aspects of employability that should be included in the teaching of food and nutrition are shown on the food and nutrition chart at appropriate levels I, II, occupational, or adult/outreach. Related content in the management strand and in the human development strand is similarily listed.

Academic skills to be included in each of the subject matter areas are cited in two ways. Beside each concept or topic that incorporates an academic skill there is an asterisk and a letter denoting the academic area. The academic areas included are mathematics (*M), science and technology (*S), communication (*C), economics (*E), other social science (*O). In addition, there is a separate sheet following each scope and sequence chart. On that sheet is a list of academic skills included in the preceding subject matter area.

The scope and sequence charts serve to identify the content in each of the six areas. There is some overlap among subject matter areas and teachers need to note this when planning curriculum. However, the total of all of the scope and sequence charts is an accurate statement of content of vocational home economics programs in Iowa.

Program Dimensions

Immediately following are the six scope and sequence charts as described above. Following the charts are suggestions for using the materials in program planning.

The scope and sequence charts as such are not courses. Rather, they show the content from which one plans courses or portions of courses. Instructions on use of the scope and sequence charts are given in the section titled "Planning and Organizing Curriculum." Suggestions for including academic skills appear after each scope and sequence chart on the page with the heading "Application of Academic Skills." The illustrations, of course, are not a complete listing of all ways to plan courses or to incorporate academic skills. Rather, they illustrate ways in which the different topics and skills might be included.

In summary, although scope and sequence charts describe the subject matter content of vocational home economics in Iowa, vocational programs have important dimensions beyond the subject matter itself. Among these dimensions are the youth organization, Future Homemakers of America; outreach to business, labor, and community agencies; contact with families in the home or elsewhere; local advisory committees; audiences; educational equity in home economics; and technology in home economics. A brief discussion of these dimensions appears in the section entitled "Program Components."

CHILD DEVELOPMENT

MAJOR GOAL: Prepare students to function effectively as family members today and in the future through an increased knowledge of child growth and development.

CHILD DEVELOPMENT (Subject Matter)

LEVEL I	LEVEL II	OCCUPATIONAL	ADULT/OUTREACH
Growth and Development Patterns General developmental principles Identification of areas of development: physical social emotional mental (cognitive)	**Growth and Development Patterns** Interrelationship of areas of development: physical social emotional mental (cognitive)	**Growth and Development Patterns** Identification of individual developmental patterns Implications of individual differences	**Growth and Development Patterns** Sequence of development Realistic expectations Relationship between child rearing patterns and development of children
Observing Young Children Appreciating individual differences*O Value of observation	**Observing Young Children** Purpose of observations Recording observations Intrepreting observations*O	**Observing Young Children** Purpose and techniques of observation Interpreting observations*O	**Observing Young Children** Theories and techniques of observation
Developmental Levels Infancy - Birth-1 year Toddlers - 1-3 years Preschool - 3-6 years School Age - 6-12 years Adolescence - 12-18 years	**The following topics can be appl'ed at each of the developmental levels.**		
Encouragement of Positive Self-Esteem Acceptance of individual differences*O Respect for individuals Showing affection*C	**Encouragement of Positive Self-Esteem** Encouragement of individual strengths*O Avoiding stereotypes	**Encouragement of Positive Self-Esteem** Responding to needs Developing tolerance and patience*O	**Encouragement of Positive Self-Esteem** Theories of learning Emotional support Physical closeness
Understanding and Guiding Behavior Techniques for guiding behavior Identification of differences: guidance discipline	**Understanding and Guiding Behavior** Relationship of guidance to development of self-discipline and/or independence Intervention vs. nonintervention	**Understanding and Guiding Behavior** Theories of guidance and discipline Application of principles of guidance	**Understanding and Guiding Behavior** Theories of guidance and discipline
Communication*C Identification of methods of communication: sound touch language visual	**Communication***C Development of communication skills Importance of listening and responding	**Communication***C Techniques for encouraging language development Listening as means of understanding	**Communication** Keeping communication lines open Importance of nonverbal communication Theories of language development
Providing an Environment Physical care and safety*S Security Nutrition	**Providing an Environment** Health and well being*S Identification of illnesses, growth problems Nutrition for optimum growth and development*S	**Providing an Environment** Physical care and safety*S Planning nutritions snacks and meals*S Identification of illnesses:*S prevention sanitation	**Providing an Environment** Planning indoor/outdoor spaces Meeting specialized nutritional needs Identification of physical/mental problems Social environment needs

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Strands				
EMPLOYABILITY	**Play Activities and Materials** Choosing play activities for children: books games music arts and crafts Evaluation of large and small equipment Interaction with children *C,O **Media in Development and Enjoyment** Guiding selection of media *C,O	**Play Activities and Materials** Function and value of play Relationship of play to developmental levels Infant stimulation Evaluation of children's literature Interaction with children *C,O **Media in Development and Enjoyment** Criteria for evaluation of media that impact on children	**Play Activities and Materials** Planning and guiding play activities to: meet specific goals and objectives provide balance of activities meet individual needs	**Play Activities and Materials** Selection of materials and equipment Evaluation of books for children **Media in Development and Enjoyment** Use of family discussion to enhance media utilization
	Careers *E,O Overview of child care as an occupation Exploring child care (baby-sitting): caregiver-employer responsibilities characteristics of a good care giver safety first aid *S emergencies communication *C job interview *C	**Careers** *E,O Investigation of jobs and careers involving children Educational requirements Attitudes and skills needed for employment in child care Entreprenuership: opportunities in child care **Working Parent(s)** *O,E Personal factors in career planning Types of child care facilities Community resources	**Careers** *E,O Child care services: regulation/licensing legal concerns development approach advocacy **Working Parent(s)** *O,E Factors involved in choosing child care Community resources	**Careers** Occupations involving children: extended day programs homemaker/home health aide foster parenting child care in home **Working Parent(s)** Coordinating work and child care Community resources
MANAGEMENT AND CONSUMER ECONOMICS	**Values as Directive of Behavior** *O Goal-setting Problem solving **Management of Resources** *M,E Use of resources to meet children's needs: human material	**Values as Directives of Behavior** *O Psychological values Decision making **Legal Rights and Responsibilities** *E Parental rights & responsibilities Children's rights and responsibilities Child abuse and neglect **Selecting Child Care** Role and responsibilities of the care giver Comparison of costs **Decision Making re Children** Decision to parent **Management of Resources** *M,E Cost of child rearing Planning use of human resources, time and energy, to meet needs		**Values as Directives of Behavior** Cultural values Value transmission Value conflicts **Legal Rights and Responsibilities** Parental rights & responsibilities Children's rights and responsibilities Child abuse and neglect **Selecting Child Care** Evaluation of child care facilities **Management of Resources** Financial planning for children's education Sources of aid Sharing time and energy

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*M--Mathematics
*S--Science and Technology
*C--Communications
*E--Economics
*O--Other Social Sciences

Management
Financial: *E,M
budgeting
cost control
Personnel:
employee/employer relationships
customer/client relationships
Recordkeeping:
inventory

Planning and Decision Making
Selecting furnishings and equipment
Providing for health and safety
Curriculum development
Philosophy statement
Assessment procedures

Entrepreneurship *E,M,C
Decisions related to self-employment:
target market, goal-setting, business location
legal forms of organization
financial management and recordkeeping
advertising
customer and employee relations

Role of Parent/Role of Care Giver
Understanding parents' feelings
Parent participation
[illegible]ent education
Parent communication

Entrepreneurship
Decisions related to self-employment:
target market, goal-setting, business location
legal forms of organization
financial management and recordkeeping
advertising
customer and employee relations

SEE SCOPE AND SEQUENCE CHART FOR FAMILY LIFE AND PARENTING.

APPLICATION OF ACADEMIC SKILLS IN CHILD DEVELOPMENT

*M **MATHEMATICS**

- Costs of having and raising a child
- Calculating child care alternative costs
- Costs involved in adoption or child support
- Calculating growth cycles
- Determining educational readiness
- Coordinating parent and child time schedules
- Preparation of infant formula/foods
- Child related medical problems (dosage size, reading a thermometer, etc.)
- Teaching pre-math skills to children

*S **SCIENCE AND TECHNOLOGY**

- Reproduction
- Biological aspects of development (puberty, menstration, etc.)
- Prenatal development, childbirth, postnatal
- Birth defects (genetic and environmental, drugs, alcohol, poor nutrition, etc.)
- Growth patterns in children (mental, social, emotional & physical)
- Recognizing growth problems in children
- Health, well being of children
- First aid treatments
- Identification and treatment of diseases/immunizations
- Sanitation in relation to child care practices
- Teaching science orientation skills to children (nature walks, planting a seed, sensory awareness, etc.)
- Developmental levels of children
- Human sexuality
- Heredity
- Physical care

*C **COMMUNICATION**

- Development of language
- Importance of touching
- Listening
- Understanding children's feelings
- Understanding parents' feelings
- Family communications; parent, child, sibling

*E **ECONOMICS**

- Financial planning

OTHER SOCIAL SCIENCES

Appreciating individual differences
Encouragement of positive self-esteem
Influences on personality
Showing affection
Coping with anger, fear and jealousy
Observing young children
Understanding and guiding behavior
Transmitting culture
Changing roles and relationships
Ages and stages of children
Family patterns
Family heritage
Parents' responsibilities
Attitudes toward children
Environments

MAJOR GOAL: Prepare students to make textile and clothing decisions to satisfy individual and family needs and wants.

CLOTHING AND TEXTILES (Subject matter)

LEVEL I	LEVEL II	OCCUPATIONAL	ADULT/OUTREACH
Equipment Factors influencing selection of equipment Use and care of equipment: small and large Safety		**Equipment** Commercial equipment: types use and care	**Equipment** Update on new equipment Evaluation of equipment for purchase
Selection and Design Identification of principles of design Use of design principles in clothing Selection of patterns for personal use	**Selection and Design** Application of principles of design and color Selection of individual and family clothing*O Comfort: purpose/activity environment care Body form analysis: body types measurements to determine size*M alterations*M Nontextile accessories: accessories apparel	**Selection and Design** Application of principles of design and color Body form analysis Selection of clothing for others*C,E	**Selection and Design** Clothing selection for self and others Trends in clothing Creative arts
Textiles*S Classification Characteristics	**Textiles***S Classification Characteristics Construction of textiles Finishes Labeling and legislation Current trends	**Textiles***S Textile and nontextile accessories/furnishings: design technology production regulation Labeling and legislation	**Textiles** Care and maintenance of clothing Use of new technology Use of household textiles: selection care
Construction Use of commercial patterns*M Basic techniques of construction Developing creativity and self-expression through use of textiles and construction techniques*C,O Safety in clothing construction	**Construction** Advanced construction skills: alterations tailoring*M custom fit; garment alteration techniques for repair & remodeling Creativity in design*C	**Construction** Commercial sewing techniques Mass production/construction Alterations Tailoring Sewing for profit **Apparel production***S Design Manufacture Distribution	**Construction** Basic skills Tailoring: traditional contemporary Use of new technology Special techniques for: new fabrics and findings individual needs; elderly, handicapped, children, male/female, etc.

Strands

MANAGEMENT AND CONSUMER ECONOMICS

EMPLOYABILITY

Career Awareness
- Identification of jobs and careers in clothing and textiles
- Relationship of job/career goals to educational planning

Career Development
- Fashion industry and manufacturing processes
- Working environment
- Investing employment opportunities: jobs and careers
- Requirements for employment: appearance and appropriate attire
- Relationship of work and family

Career Development
- Skills necessary for specific occupations
- Interrelationship of work and family*O

Career Development
- Skills necessary for employment
- Interrelationship of work and family
- Sewing for profit

Management of Clothing
- Planning personal wardrobe
- Maintenance of personal clothing, accessories, furnishings: storage, simple repair
- Energy resource conservation

Purchasing Clothing*M,E
- Values and decision making
- Purchasing ready-to-wear clothing
- Function of labels
- Purchasing fabrics and findings

Management of Clothing
- Analyzing clothing needs of self and family members
- Wardrobe planning
- Budgeting resources to meet individual and family clothing needs
- Maintenance of clothing: storage, repair, care and laundry; procedures, aids, equipment, safety

Purchasing Clothing/Accessories*M,E
- Values and decision making
- Investment buying
- Buying vs. personally sewn
- Imports vs. domestics
- Factors affecting economics of textiles
- Consumer protection: labeling and legislation, rights and responsibilities, agencies
- Evaluation of clothing: ready-to-wear, personally sewn garments

Management of Clothing
- Planning personal professional wardrobe
- Analyzing clothing needs: male/female, lifestyle, age groups, financial resources

Business & Financial Management*E
- Financial management: resources, recordkeeping, cost control
- Personnel management
- Inventory managment: recordkeeping, security

Technology*S
- Effect on industry
- Effect on consumer

Management of Clothing
- Planning personal professional wardrobe
- Analyzing clothing needs of self and other family members
- Update on new developments in fabric/clothing care

Purchasing Clothing and Accessories
- Buying vs. personally sewn
- Imports vs. domestics
- Consumer protection
- Conservation of the family clothing budget
- Recycling clothing

HUMAN DEVELOPMENT AND RELATIONSHIPS

		Entrepreneurship *E Decisions related to self-employment: target market, goal-setting, business location legal forms of organization financial management and recordkeeping advertising customer and employee relations	**Entrepreneurship** Decisions related to self-employment: target market, goal-setting, business location legal forms of organization financial management and recordkeeping advertising customer and employee relations
Self-Expression *C Expression of self through appearance: personal clothing appropriate dress personal grooming	**Self-Expression** Developing personal style Contribution of clothing choice to self-confidence		**Self-Expression** Understanding self and individual development as related to clothing
Social and Cultural Influences on Personal Clothing Choices *O Lifestyle Fads and fashion	**Social, Cultural, and Psychological Influences on Individual and Family Clothing Choices** *O History of clothing Environmetal influences Fashion cycles Special needs Lifestyle	**Social, Cultural, and Psychological Influences on Individual and Family Clothing Choices** Analyzing human relationships: client/customer employee/employer Aspects of trends and change: *O psychological sociological economic Diversity of clothing needs *O	**Social, Cultural, and Psychological Influences on Individual and Family Clothing Choices** Lifestyle Special needs of family members Relationship of clothing choices to: environment personal development

*M--Mathematics
*S--Science and Technology
*C--Communications
*E--Economics
*O--Other Social Sciences

APPLICATION OF ACADEMIC SKILLS IN CLOTHING AND TEXTILES

*M **MATHEMATICS**

- Use of commercial patterns
- Measurements to determine size
- Alterations
- Budgeting for individual and family clothing needs

*S **SCIENCE AND TECHNOLOGY**

- Textiles
- Nontextiles
- Apparel production
- Care and maintenance of clothing
- Use of new technology
- Energy and resource management
- Skills necessary for specific occupations

*C **COMMUNICATION**

- Developing creativity and self-expression through the use of textiles and construction techniques
- Creativity in design
- Selection of clothing for others
- Expressing self through clothing
- Relationships

*E **ECONOMICS**

- Management of clothing
- Budgeting for individual and family clothing needs
- Purchasing clothing and accessories
- Consumer protection and government regulation
- Financial management
- Planning, organizing and decision making
- Inventory management
- Entrepreneurship
- Equipment selection, use and care

*O **OTHER SOCIAL SCIENCES**

- Developing creativity and self-expression through the use of textiles and construction techniques
- Selection of personal and family clothing
- Selection of clothing for others
- Cultural and psychological influences on personal and family clothing
- Relationships
- Diversity of clothing needs
- Psychological aspects of trends and change
- Interrelationship of work and family

FAMILY LIFE AND PARENTING

MAJOR GOAL: Prepare students to assess family life/parenting roles and responsibilities and to make decisions regarding family life/parenting choices.

FAMILY LIFE AND PARENTING (Subject matter)

LEVEL I	LEVEL II	OCCUPATIONAL	ADULT/OUTREACH
Understanding Self Who am I? Values/decision making Needs Coping with stress	**Understanding Self** Personality development	**Understanding Self** Values/decision making	**Understanding Self** Self analysis Values/decision making Coping with stress
Relationships Friendships Dating Love/infatuation	**Relationships** Human needs Dating Love/infatuation Mate selection Engagement Marriage Alternatives to marriage (e.g., single living)	**Relationships** Mate selection (understanding mate's employment) Expectations of family members regarding employment	**Relationships** Maintaining relationships and independence Concern for others
Human Sexuality Reproduction*S Sexual feelings Defining sexuality	**Human Sexuality***S Sexual development Birth control Total human development		**Human Sexuality** Sexuality in context of home relationships Sexual problems
Family Development Family identification Stages of family development	**Family Development** Developmental tasks Needs of family members throughout lifespan	**Family Development** Role of family members in job selection and career development	**Family Development** Needs of family members throughout lifespan Interface of family members
Diversity of Families Families and their individuality	**Diversity of Families** Types of family structures *O Types of culturally diverse families *O Types of socioeconomic diverse families		**Diversity of Families** Strategies for coping in diverse family structures
Alternative Lifestyles Understanding differences in others	**Alternative Lifestyles** Types of alternative lifestyles		**Alternative Lifestyles** Strategies for coping with alternative lifestyles
Interrelationship of Family and Society Needs and goals of family and community*O	**Interrelationship of Family and Society** Types of societal institutions affecting families (educ., religious, economic, etc.) *O Role of government in family life *O Sources of help		**Interrelationship of Family and Society** Sources of help for families
Interrelationship of Work and Family Types of family responsibilities Types of work responsibilities	**Interrelationship of Work and Family** Effect of family responsibilities on work role Realistic expectations of self, spouse and children Problem solving/decision making	**Interrelationship of Work and Family** Effect of employment on family*E Effect of family structure on work Effect of family lifestyle on work	**Interrelationship of Work and Family** Strategies of coping with family and work responsibilities Realistic expectations of self, spouse and children
Technology and Its Effect on the Family Effect of technology on family interactions Planning family participation*C	**Technology and Its Effect on the Family** Effect of technology on family relationships (e.g. television, video games) Uses of technology in home management (e.g., computers for family budgeting, nutrition analysis, etc.)*S		**Technology and Its Effect on the Family** Effect of technology on family relationships Use of technology in home management (e.g, computers for family budgeting, nutrition analysis, etc.)

Strands				
	Crises in the Family Types of family crises*O Family stress as a result of crises Worthy family membership during family crises	**Crises in the Family** Types of family crises*O Effect of crises on family members Community and family resources for coping with family crises*O	**Crises in the Family** Unemployment and displacement of workers Effect of crises on family members Community resources for coping with family crises*O Family resources	**Crises in the Family** Types of family crises Strategies for coping with family crises and resources available
	Parenting Decisions Advantages and disadvantages of parenting	**Parenting Decisions** Need to make parenting decisions Factors affecting parenting decisions (e.g., heredity, age, infertility, etc.) Parenting decisions at different stages of life Factors involved in planning parenting goals Responsibility for decisions Decision making regarding child care alternatives	**Parenting Decisions** Child care alternatives	**Parenting Decisions** Factors affecting parenting decisions Parenting decisions at different stages of life Responsibility for decisions
	Becoming a Parent Teenage pregnancies and parenting*S	**Becoming a Parent** Pregnancy and its effect on parents and child*S,O Alternatives to becoming a birth parent (e.g., adoption, foster parenting, etc.) Birth*S		**Becoming a Parent** Pregnancy and its effect on parents and child Individual problems in pregnancy (e.g., birth defects) Birth Community resources available during pregnancy Updating regarding becoming a parent
	Parenting Responsibilities Role of parents and other family responsibilities Types of parenting Parenting responsibilities according to legal, moral, ethical and economic factors*O Understanding parents Parenting crises (child abuse, incest, sustance abuse, family violence, etc.)*O	**Parenting Responsibilities** Needs of children Parenting role models Realistic expectations of parent and child Child's rights and parent's rights Parent/child relationships Guidance of children Economic factors affecting parenting*E Lifespan parenting Parenting crises (child abuse, substance abuse, family violence, etc.)*O	**Parenting Responsibilities** Effect of parenting responsibilities on job selection and career development Effect of children's behavior on employment	**Parenting Responsibilities** Needs of children Parenting role models Realistic expectations of parent and child Child's rights and parent's rights Parent/child relationships Economics factors affecting parenting Lifespan parenting Coping with parenting crises (e.g., child abuse, incest, substance abuse, etc.) Maintaining and enhancing extended family relationships
EMPLOYABILITY	**Understanding Self** Who am I? Values/decision making Needs	**Understanding Self** Personality development	**Understanding Self** Role of employment in self-esteem Analysis of interests and aptitudes	**Understanding Self** Self analysis Values/decision making
	Interrelationship of Work and Family Types of family responsibilities Types of work responsibilities Career awareness	**Interrelationship of Work and Family** Effect of family responsibilities on work role Problem solving/decision making Establishing realistic expectations of self, spouse, and children	**Interrelationship of Work and Family** Career opportunities in family life **Job Seeking Skills***C Interviewing Job applications **Employee/Employer Relations***C Conflict resolution Effect of personal relationships on work Expectation of employers and employees	**Interrelationship of Work and Family** Strategies of coping with family and work responsibilities

MANAGEMENT AND CONSUMER ECONOMICS

Understanding Self
- Who am I?
- Values/decision making
- Needs

Interrelationship of Family and Society
- Needs and goals of family and community*O

Family Resource Management
- Personal money management
- Contributing to family resources:
  - time
  - energy

Parenting Responsibilities
- Parenting responsibilities according to legal, moral, ethical, and economic factors*O

Understanding Self
- Personality development

Interrelationship of Family and Society
- Types of societal institutions affecting families (educ., religious, economic, etc.) *O
- Role of government in family life*O
- Sources of help (formal and informal)

Family Resource Management *M
- Money and time management
- Consumer buying*M,E
- Consumer rights and responsibilities*O

Crises in the Family
- Community and family resources for coping with family crises*O

Parenting Responsibilities
- Needs of children
- Economic factors affecting parenting*E

Understanding Self
- Values/decision making

Family Resource Management*E
- Management of resources in employment (clothing, meals, transportation, professional dues, etc.)

Legal Aspects of Employment*M,E
- Taxes
- Social security
- Rights of employees in marketplace

Understanding Self
- Self analysis

Interrelationship of Family and Society
- Sources of help for families

Family Resource Management
- Consumer rights and responsibilities
- Consumer fraud
- Insurance options
- Housing options
- Bankruptcy

Parenting Responsibilities
- Needs of children
- Economic factors affecting parenting

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APPLICATION OF ACADEMIC SKILLS IN FAMILY LIFE AND PARENTING

*M **MATHEMATICS**

- Costs of having and raising a child
- Calculating child care alternative costs
- Cost involved in child support and adoption
- Resource management for families; consumerism, budgeting, bankruptcy
- Cost of marriage ceremonies
- Legal costs in preparing a will, divorce, etc.

*S **SCIENCE AND TECHNOLOGY**

- Understanding sexual development
- Awareness of birth control methods and reproduction
- Total human development
- Physiological processes of aging
- Pregnancy, childbirth and alternatives
- Birth defects
- Factors of heredity
- Physical factors relating to death

*C **COMMUNICATION**

- Values and decision-making analysis
- Effect of crisis on family members
- Feelings about becoming a parent
- Communications in relationships
- Effects of "work and family" on parenting and understanding within the family

*E **ECONOMICS**

- Economic factors affecting parenting
- Legal aspects of employment
- Family life cycle and economic needs
- Financial planning during retirement years
- Community financial support for families
- Uses of technology in home management
- Consumer buying

*O **OTHER SOCIAL SCIENCES**

- Interrelationship of work and family
- Understanding self
- Interrelationship of family and society
- Relationship between friends, family members, mates
- Community resources to aid families
- Alternative life styles
- Diversity of families
- Effect of governmental regulations and laws on families

FOOD AND NUTRITION

MAJOR GOAL: Prepare students to select, purchase and prepare food at various stages of the life cycle to obtain and maintain health for self and others.

FOOD & NUTRITION (Subject matter)

LEVEL I	LEVEL II	OCCUPATIONAL	ADULT/OUTREACH
Nutrients Sources and functions*S Nutrient density RDA for teens: personal evaluation*M meals to meet RDA	**Nutrients** Sources and functions*S Digestion*S Life cycle and nutrient needs, special groups: children teens pregnancy & lactation adults elderly handicapped*S Modified diets for prevention & treatment of hypertension, diabetes mellitus, heart disease Nutrient analysis of food eaten away from home*M Nutrient needs of sports participants Effect of food preparation on nutrients, calories*S	**Nutrients** Principles of good nutrition*S Applying principles of nutrition to meals and menu planning Adapting meals for modified diets, disease, weight control*S Preservation of nutrients in quantity food production Computerized nutrient analysis*S	
	Nutrition Information Sources Evaluation for accuracy*C Effect of advertising and mass media on food choices Consumer fraud in diet and health*E,C		**Nutrition** Wellness program for overall health Weight control including fad diets, exercise, calorie reduction, diet frauds
	Current Nutrition Issues Wellness; factors affecting health*S Dental health*S Fiber, fat, cholesterol, protein, calcium, heart disease, hypertension, food supplements, "health" foods, anorexia*S		Sports participants and nutrient needs Evaluation of nutrition information received by consumers Life cycle stages and nutrient needs: infants, children, teens, pregnancy, elderly, mature women and men, handicapped Food supplements
			Computer diet analysis and calorie control Effect of changing life style on nutrition: meals away from home, dual careers, single and dual households Special issues: sodium, sweeteners, calcium, cholesterol, fat, caffeine
Calories Definition*S Energy balance*S Weight control and obesity*S Weight and self-image*O	**Weight Control** Reducing diets that meet RDA*M,S Analysis of fad diets by cost, effectiveness and risks Weight and health problems: anorexia, bulimia, hypertension, etc.		
Diet Nutrient analysis of fast foods*M Influence of diet on health, appearance, job performance			

MANAGEMENT AND COMMUNITY RESOURCES

Meal Planning
- Time management
- Work simplification skills
- Planning simple meals for self and family
- Food buying practices: cost cutting techniques*E; sources of information*C; quality comparisons; convenience vs. home prepared*M
- Computer use for evaluation of planned meals

Meal Planning
- Planning nutritional meals for variety of groups: singles, handicapped, persons at different life cycle stages*S
- Dual career families: sharing meal responsibilities; time conflicts
- Use of leftovers
- Consumer trends and patterns that affect food choices*O
- Options in food purchasing
- Computer analysis of nutritional menus*S

Meal Planning
- Planning menus for variety of commercial foodservice operations
- Evaluation and planning menus for variety, texture, temp., etc.
- Food costing and control*M
- Portion control*M
- Modifying menus for specific needs

Entrepreneurship*E
- Decisions related to self-employment: target market, goal setting, business location; legal forms of organization; financial management and recordkeeping; advertising; customer and employee relations

Management Skills
- Duties of food service manager
- Qualities of good manager
- Supervisory skills
- Communication skills for working with others*C
- Financial forms for purchasing, inventory control, record-keeping*M
- Budgeting, bookkeeping skills*M
- Food storage and storeroom management
- Use of computer*S
- Organizational and leadership styles

Meal Planning
- Meal planning for special groups: singles, elderly, handicapped, teens, infants, children
- Cost control in family and individual meal planning
- Food budgeting: comparison food shopping
- Computers and menu planning

Entrepreneurship
- Decisions related to self-employment: target market, goal setting, business location; legal forms of organization; financial management and recordkeeping; advertising; customer and employee relations

Issues
- Food plans for natural and manmade disasters
- New technology in food production and processing
- Conservation of energy and resources in food preparation and storage
- World food production and distribution

FAMILY DEVELOPMENT AND RELATIONSHIPS

Individuals and Self
- Food choices and health*O
- Food and social activities*O
- Influences on food choices: peers, other cultures, religion, economics, advertising*O

Individuals and Self
- Wellness
- Relationship of nutrition to physical, mental and emotional health*S
- Diet, weight control and self-image*S,O
- Cultural, religious influences on food customs and traditions*O

Individuals and Self
- Personality analysis for careers in food service
- Factors affecting morale, motivation, and job satisfaction
- Relationship of nutrition and health to job performance
- Behaviors valued by employers

Individuals and Others
- Employee/employer relationships*C
- Customer relationships*C
- Dual career families: home and job responsibilities

Individuals and Self
- Life cycle stages and food needs
- Influences on food choices: cultural, religious, psychological, economic

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APPLICATION OF ACADEMIC SKILLS IN FOOD AND NUTRITION

*M **MATHEMATICS**

- Nutritional analysis
- Recipe adjustments, preparation, measurements
- New food technology
- Food cost comparisons
- Food budgeting

*S **SCIENCE AND TECHNOLOGY**

- Food processing
- Calorie and energy balance
- Nutrient and calorie use in body
- Diet and health through life cycle stages
- Food preparation principles, role of ingredients and cooking methods of food preparation (i.e., gel formation, coagulation of protein)
- Food preparation to retain nutrients
- Home food preservation
- New technology in food preparation, production, processing (microwaves, convection oven, space foods, dehydration, radiation)
- Computer for nutritional analysis and cost comparison
- Use of appliances to prepare and store food
- Nutrient density of food
- Current nutrition and health issues, cholesterol, fat, fad diets, fiber, organic, additives
- Food safety, sanitation, storage of food
- Prevention of foodborne illness (bacterial)
- Disease and diet

*C **COMMUNICATION**

- Finding sources of consumer information on nutrition, budgeting, etc., and interpreting information for personal use
- Affect of media and advertising on food choices
- Demonstrations

*E **ECONOMICS**

- Comparison food pricing
- Food costs, farm to retail price spread
- Food advertising
- Food labeling
- Factors affecting food costs, production, processing, transportation, labor
- Food and meal planning for singles, families, special groups
- Food budgeting

*O**OTHER SOCIAL SCIENCES**

Food and cultural relationships
Ethnic foods
Diet and health effects on various groups, esp. elderly
World food supply and production
Government food agencies and food programs
Food production story from farm to table
Conservation of resources in food production, buying, preparation
Influences on food choices, cultural, religious, peer group, family economics
Weight control, food "abuse"
Food marketing

HOUSING, HOME FURNISHINGS AND EQUIPMENT

MAJOR GOAL: Prepare students to choose, pay for, and maintain housing, home furnishings and equipment that meet the needs of individual, household or social group.

HOUSING, HOME FURNISHINGS AND EQUIPMENT (Subject matter)

LEVEL I	LEVEL II	OCCUPATIONAL	ADULT/OUTREACH
Functions Environmental setting to meet needs: aesthetic and self-expression, social, physical psychological*C,O Values, goals, needs, life-styles, and life cycle*O	**Functions** Environmental setting for meeting needs of special groups*C Housing in other cultures*O Housing as a financial investment*E	**Functions** Laws, codes, regulations, ordinances for assuring housing meets needs of occupants*O Housing as an investment; home ownership, rental*E	**Functions** Investment properties: home ownership, rental units, vacation/second homes
	Trends in Housing Design, structural, functional Factors that influence trends: cultural, socioeconomic, political, technological, environmental, design, housing industry, consumers*M,O	**Trends in Housing** Local, regional, national Factors influencing trends: governmental and political, economic, housing industry, availability of resources, households*O	**Trends in Housing** Recent trends: design, materials, structural, technological, use of space, conservation of resources
Neighborhoods and Communities Characteristics of neighborhoods and communities*O Services provided Responsibilities of individuals and households for the neighborhood and community*C,O	**Neighborhoods and Communities** Housing norms*O Governmental and political influences on communities: laws, ordinances, codes, regulations*O	**Neighborhoods and Communities** Effect of households and other residents on tax base, kind of housing, services, and facilities available*E,O	
Selection of Housing Characteristics of households*O Resources of individuals and households*E Basic housing alternatives available locally Sources of information on buying, renting, and obtaining housing Decision making and the management process	**Selection of Housing** Factors that limit choices available Advantages and disadvantages of alternatives Codes, laws, ordinances, and regulations that influence choices*O Services and facilities provided*O Sources of information		**Selection of Housing** Housing requirements for special groups: elderly, handicapped, incarcerated, ill, children Sources of information on housing
Financial Aspects of Housing Renting or purchasing*M,E Other costs: insurance, taxes, maintenance*E Characteristics of the household Sources of information Decision making and the management process	**Financial Aspects of Housing** Renting: types, legal aspects*E Purchasing: alternatives to single family house ownership Legal aspects of purchasing Factors that affect financing*M,O Methods and sources for financing*M,E Other costs*M,E Values, goals, resources, needs, personal preferences of households*O Sources of information	**Financial Aspects of Housing** Types of ownership Methods of paying for housing*M,E Factors that affect financing of housing*O Sources of information	**Financial Aspects of Housing** Types of mortgages and newer ways to finance housing Housing as an investment Sources of information
	Landscaping Functions*E Influence on occupants, neighborhood, property values*O Economic factors*E Rights of individual property owners*O Sources of information	**Landscaping** Components of landscapes Aesthetic and functional landscapes Codes, ordinances and regulations affecting landscapes*O Maintenance and care of landscapes*S Sources of information	**Landscaping** Special landscaping problems Conservation of energy and protection of the environment Landscapes and property values Sources of information

		Exterior Structures and Spaces Basic materials*S Basic construction processes*E Relationship of materials and construction processes to cost, consumer satisfaction, energy conservation, maintenance*E,S Sources of information	**Exterior Structures and Spaces** Factors that influence choice of materials and processes for exterior structures*S,E Evaluating construction processes & materials Relationship of exterior structure and materials to safety, maintenance and care*S Relationship of exterior structure to: surrounding structures, environment and natural resources, interiors Sources of information	**Exterior Structures and Spaces** New developments in materials and processes for exterior structures Restoration and rehabilitation of housing structures Adapting structures to meet special needs of occupants Sources of information
Interior Structures and Spaces Functions: spaces for sleeping, food preparation, eating and clean-up, personal care, recreation and socializing, privacy, storage of possessions, creativity and expression, work and employment*C,O Room plans and scale*M Needs, goals and preferences of individual occupants*O Application of principles and elements of design for individuality and self-expression	**Interior Structures and Spaces** Floor plans and scale*M Influence of life cycle, lifestyle, norms, and culture on use of interior space*O Analysis of floor plans and arrangement of spaces to meet needs and preferences of occupants*M,O	**Interior Structures and Spaces** Components: walls, floors, doors, windows, ceilings Materials: characteristics and uses*S Principles and elements of design Space planning and floor plans*M Creating interior spaces that meet needs, concepts of design, lifestyles, and personal preferences of different types of households and social groups*O Changes in interior spaces and structures over time	**Interior Structures and Spaces** Remodeling and renovating interiors to meet special needs Restoration of interior structures Adaptive use of interiors
	Mechanical Systems Kinds of systems*S Influence of mechnical systems on space planning and arrangement of furnishings Sources of information	**Mechanical Systems** Factors to consider when choosing a mechanical system*S Codes and ordinances affecting choice of mechanical systems*O Sources of information	
Maintenance and Care Procedures for routine care and maintenance of interiors and furnishings Relationship of care and maintenance to safety, appearance, durability Responsibilities of renters/managers/owners	**Maintenance and Care** Relationship of maintenance and care to property values, housing norms, neighborhood, cost of housing*C Codes and ordinances governing maintenance and care of housing Codes governing energy conservation*E,O Sources of information	**Maintenance and Care** Materials, procedures, skills, required for maintenance and care of interiors and furnishings*S Relationship of maintenance and care to safety, appearance, satisfaction, durability*E Care and maintenance of rental units and condominiums Sources of information	**Maintenance and Care** Maintenance and care of special types of housing: earth sheltered, active solar, passive solar Special care when household members are ill Responsibilities of landlords, and management for rental units, cooperatives, condominiums Sources of information
Furnishings Purposes of furnishings Elements and principles of design in furnishings Basic qualities and characteristics needed in furnishings Using furnishings to individualize interior spaces*O Sources of information	**Furnishings** Characteristics and qualities desired in furnishings*S Materials and construction processes*S Household textiles*S Space planning and arrangement of furnishings*M Choosing and arranging furnishings to meet needs and preferences*M,E Sources of information	**Furnishings** Trends, fads and fashions Governmental regulations, codes, ordinances*O Sources of furnishings Characteristics of furnishings and household textiles Floor plans, space planning and arrangement of furnishings*M,C Choosing furnishings to create interiors that meet needs and preferences*E Factors influencing cost of furnishings*E,O Installation of furnishings*M	**Furnishings** Choosing and arranging furnishings to meet individual needs: elderly, physically handicapped, ill, young children Restoring and refinishing furnishings Sources of information
Equipment Safe operation*S Care*S Cost*E,M	**Equipment** Features, arrangement, storage*S Conservation of energy and resources*E,S Cost*E,M Regulations affecting equipment*O Sources of information	**Equipment** Placement and storage of equipment*S Computers in the home*S Governmental regulations, codes, laws, ordinances affecting choice and use of equipment*O Cost effectiveness of energy efficient equipment*M,E	**Equipment** Choosing and caring for specialized equipment (e.g., convection oven, food processor, computer)

Strands				
	Natural Resources Housing-related resources*S Conservation practices*S,O Sources of information	**Natural Resources** Housing designed to conserve energy*S,M,O Innovative housing*S,O Factors influencing conservation of resources*E,S,O Sources of information	**Natural Resources** Conservation of energy and other natural resources in all aspects of housing*S Sources of information	**Natural Resources** Evaluation of housing, furnishings, equipment designed to conserve energy Conserving energy: financial incentives Sources of information
EMPLOYABILITY	**Careers** Awareness of careers and jobs in housing, furnishings, equipment **Maintenance and Care** Sharing responsibility with members of household	**Careers** Educational background needed for jobs and careers in housing Home based careers Entrepreneurship **Maintenance and Care** Management of household tasks when employed	**Careers** Skills for specific jobs Working environment Interrelationship of work and family **Maintenance and Care** Service skills Coordinating tasks in household when employed	
MANAGEMENT AND CONSUMER ECONOMICS	**Management of Financial Resources** Renting vs. buying Selection of furnishings within budget	**Management of Financial Resources** Cost of housing alternatives Credit costs of mortgages Cost of professional service vs. "do-it-yourself" for: maintenance and care, improvements/renovation **Consumer Protection** Codes, laws, ordinances, and regulations that influence choice of housing, furnishings, equipment Consumer rights and responsibilities	**Entrepreneurship** Decisions related to self-employment: target market, goal-setting, business location, legal forms of organization, financial management and recordkeeping, advertising, customer and employee relations	**Entrepreneurship** Decisions related to self-employment: target market, goal-setting, business location, legal forms of organization, financial management and recordkeeping, advertising, customer and employee relations **Management of Financial Resources** Housing as an investment Choosing specialized equipment: computers, microwaves, food processors Determining insurance needs and costs **Consumer Protection** Government and political influences on neighborhood and community Consumer rights and responsibilities
HUMAN DEVELOPMENT AND RELATIONSHIPS	**Self-expression** Use of design and color to express individuality Choosing and arranging furnishings to meet individual preferences **Relationships** Sharing space within the household	**Self-expression** Relationship of furnishings to personal and social needs and preferences **Relationships** Planning interiors to allow for individual space and privacy Contributing to needs of neighborhood	**Self-expression** Incorporating individual needs and preferences of clients/customers in housing/furnishing choices	**Self-expression** Selection of housing/furnishings to meet individual needs of all household members **Relationships** Adapting housing to meet individual and family needs Responsibility of household members to community and neighborhood

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APPLICATION OF ACADEMIC SKILLS IN HOUSING, HOME FURNISHINGS AND EQUIPMENT

*M **MATHEMATICS**

- Calculating costs of housing (rental, mortgages)
- Calculating and/or evaluating energy costs
- Determining arrangement of furniture in relation to space
- Use of scale floor plans, furnishings
- Measuring windows, floors, furnishings, etc.
- Calculating amount needed for floor coverings, upholstery, wallpaper, paint, draperies, etc.
- Comparison of costs of professional cleaning vs. self cleaning
- Investigating purchasing equipment including cost comparisons

*S **SCIENCE AND TECHNOLOGY**

- Energy efficiency in housing (building materials, window placement insulation R factor, orientation of structure)
- Style and construction of housing in relation to climatic conditions; cultural, design and technological influences; environment and natural resources
- Use of color and other materials in relation to energy efficiency/ illusions
- Comparison of cleaning products (for carpets, upholstery, etc.)
- Landscaping for energy efficiency, protection of environment, design
- Factors that influence trends in housing and furnishings including technology, availability of materials, environment
- External structure and spaces, relationship of materials and construction processes to energy conservation and maintenance
- Factors to consider when choosing a mechanical system: safety, maintenance and care, cost, energy use and other natural resources
- Household textiles, fabric components, care and usage
- Special maintenance and care required when members of household are ill
- Restoring and refinishing furnishings
- Placement and storage of equipment to maximize use, safety, conservation of energy and durability

*C **COMMUNICATION**

- Environmental settings for meeting needs of individuals and households; aesthetic and self-expression, social, physical, psychological and special groups
- Characteristics of neighborhoods and communities
- Functions of interior structure and spaces; personal care, privacy, creativity and expression
- Purposes of furnishings in relationship to personal and social needs and preferences

*E **ECONOMICS**

Choosing and comparing specialized equipment (i.e., food processors, microwaves, computers)
Cost comparison of housing alternatives
Comparison costs of renting vs. buying
Comparison of credit costs on mortgage loans
Determining insurance needs and costs
Comparison of energy consumption and savings on appliances
Use of computers in the home
Cost related to maintenance, improvement and investment

*O **OTHER SOCIAL SCIENCES**

Characteristics of household, neighborhood and communities
Responsibilities of individuals and households for the neighborhood and community; social, political, economic, maintenance and care
Functions of housing and furnishings throughout time and in other cultures
Environmental settings for meeting needs of individuals, families and special groups
Governmental and political influences on neighborhoods and communities
Housing norms
Factors that influence trends and choices in housing and furnishings
Services and facilities provided within the community
Codes, laws, ordinances and regulations that influence housing choices
Housing environments, influence on occupants, neighborhood, property values
Factors that affect financing of housing

MANAGEMENT AND CONSUMER ECONOMICS

MAJOR GOAL: Prepare students to apply management processes toward goal achievement and to develop competence for consumer decisions and actions.

LEVEL I	LEVEL II	OCCUPATIONAL	ADULT/OUTREACH
Influences on Personal Decision Making Internal influences: needs, wants, demands values goals, priorities External influences: peer pressures advertising	**Personal and Social Values** Internal and external influences Lifestyles through the life cycle		
	Social Change and Decisions*O Economic system and consumption: right to free choice competition, supply and demand, mixed-market economy scarcity opportunity costs, trade-offs Political system and legislation: public policy government regulations Technology and consumers:*S communications and technology computer technology scientific innovations engineering advances		**Technology and Consumers** Scientific innovations Computer innovations Communications technology
Energy and the Environment Wise use of available resources Personal consumption habits	Ecological influences:*S environmental protection conservation of resources energy alternatives		
	Management Processes Goal-setting: goals, standards, priorities Decision making Planning Implementation Evaluation	**Management Processes** Goal-setting: goals, standards, priorities Decision making Planning Implementation Evaluation	**Management Processes** Value clarification Goal-setting: goals, standards, priorities Decision making Planning, organizing Implementation Evaluation of plans and decisions
Resource Management Use of time Planning use of money*H,E Decision making	**Resource Management** Time management Human capital Environmental resources Economic resources (see financial management)	**Resource Management** Time management Human capital Environmental resources Economic resources (see financial management)	

MANAGEMENT AND CONSUMER ECONOMICS
(Subject matter)

Functioning in the Marketplace*M,E
- Understanding the marketplace
- Buying principles
- Developing shopping skills
- Consumer rights and responsibilities:
  - basic consumer rights
  - ethical marketplace behavior

Functioning in the Home
- Use and care of personal space

Financial Management*M,E
- Income: sources of money, fringe benefits
- Spending plan: budget, net worth, income statement, goals
- Banking/savings
- Credit
- Insurance: auto, medical, property, liability
- Investments
- Housing

Consumer in the Marketplace*E
- Consumer of goods and services (all areas)
- Understanding the marketplace:
  - distribution methods
  - marketing techniques
  - fraudulent practices

Consumer Rights
- Right to safety, consumer protection laws
- Right to be heard by business, government*C
- Right to information:
  - sources of consumer information
  - use and evaluation of information

Consumer Responsibilities*E,O
- Ethical marketplace behavior
- Effective marketplace performance:
  - evaluation of price/quality/convenience
  - use and care of purchases
  - comparison shopping, buying principles
  - use of warranties
- Environmental protection concerns
- Consumer redress/recourse*C

Functioning in the Home
- Space utilization:
  - storage principles
  - home maintenance
  - work centers
  - organization in the home

Financial Management*M,E
- Income: sources of money, fringe benefits
- Spending plan: budget, net worth, income statement, goals
- Banking/savings
- Credit
- Insurance: auto, medical, property, liability
- Investments
- Housing

Understanding the Marketplace*E
- Consumer of goods and services (all areas)
- Marketing principles
- Deceptive, fraudulent practices

Consumer Rights*O
- Right to free choice (economic)
- Right to safety, protection laws
- Right to be heard by business, government
- Right to be informed

Consumer Responsibilities*O
- Ethical consumer behavior
- Effective marketplace performance
- Environmental concerns
- Consumer redress/recourse*C

Financial Management
- Income: sources of money, fringe benefits
- Spending plan: budget, net worth, income statement, goals
- Banking/savings
- Credit
- Insurance: auto, medical, property, liability
- Investments
- Housing

Understanding the Marketplace
- Consumer of goods and services (all areas)
- Marketing practices
- Deceptive, fraudulent practices

Consumer Rights and Responsibilities
- Right to free choice, understanding the economic system
- Right to be informed, selection, use and evaluation of information
- Right to safety, understanding of consumer protection laws
- Right to be heard by business and government, how to complain effectively

Functioning in the Home
- Space utilization
- Home maintenance and organization

EMPLOYABILITY	**The World of Work***O Work values and ethics Lifestyles and work roles	**Consumer as Wage Earner***O Resource management energy, money Taxes: income tax, social security, *M,E Legal obligations, responsi- bilities, rights	**The Economy and the World of Work***O The economic environment Public policy, government regu- lations Opportunity costs, trade-offs Taxes: income tax, social security Insurance: disability insurance, unemployment compensation Legal obligations, rights, responsibilities	
	Career Opportunities Interrelationship of career goals and educational planning	**Selecting and Managing a Career** Attitudes, values, goals Career opportunities, preparation Job seeking and keeping skills Managing multiple roles Relationship of work and family goals	**Selecting and Managing a Career** Work attitudes and values Career goals Career opportunities, preparation Job seeking and keeping skills Managing multiple roles Relationship of work and family goals **Developing Job Seeking/Keeping Skills***C Writing resumes Interview techniques	**Managing a Career** Managing multiple roles Relationship of work and family
HUMAN DEVELOPMENT AND RELATIONSHIPS		**Management of Stress and Crises** Individual Family	**Management of Stress and Crises** In world of work	**Management of Stress and Crises** Individual Family
	Division of Labor for Family Tasks Delegation and coordination of tasks	**Division of Labor** Delegation and coordination of tasks Task specialization Managing multiple roles		**Division of Labor** Delegation and coordination of tasks Managing multiple roles
	*M--Mathematics *S--Science and Technology *C--Communications *E--Economics *O--Other Social Sciences	**Communication** About money About goals/planning/decisions About family managerial functioning		**Communication** About money About family managerial functioning

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APPLICATION OF ACADEMIC SKILLS IN MANAGEMENT AND CONSUMER ECONOMICS

*M **MATHEMATICS**

- Planning use of money
- Spending plans, credit, savings, insurance, investments, networth, income statement
- Taxes, social security, fringe benefits
- Income, sources of money

*S **SCIENCE AND TECHNOLOGY**

- Energy and the environment
- Technology and the consumer
- Ecological influences
- Environmental protection
- Conservation of resources
- Energy alternatives
- Resource management

*C **COMMUNICATION**

- Credit applications
- Writing resumes
- Interview techniques
- Consumer redress/recourse

*E **ECONOMICS**

- Economic systems and consumption
- Consumer as wage earner
- The economy and the world of work
- Competition, supply and demand, mixed-market economy
- Opportunity costs, trade-offs
- Financial management; income, banking, savings, insurance, investments and credit
- Consumer in the market place
- Understanding the marketplace
- Marketing techniques
- Consumer rights and responsibilities
- Government regulations
- Public policy
- Resource management

*0**OTHER SOCIAL SCIENCES**

World of work, work values and ethics
Lifestyles and work roles
Influences on personal decision making
Personal and social values
Social change and decisions
Management processes
Political system and legislation
Public policy
Income, banking and savings, insurance, investments, credits

PLANNING AND ORGANIZING CURRICULUM
OR
HOW TO TRANSLATE THE SCOPE AND SEQUENCE CHARTS INTO COURSES

Curriculum is a plan for learning, and like a budget is a plan for spending, needs to be adjusted frequently to keep up with needs and current conditions. Curriculum decisions are concerned with selecting content and organizing it into courses, using teacher and student time and other district resources to the best advantage, and meeting standards for quality in the home economics program.

Home Economics has a philosophy of cooperative planning at the local level, believing that the people on the spot are in the best position to know what they need and what resources can be used to meet those needs. Federal guidelines and state curriculum guides are provided as resources for local planning. Local home economics teacher(s) should (1) involve the community through an advisory committee of employers and parents, (2) assess student needs through studying the needs assessment of their district, surveys of student destination after high school and evaluations of student achievement, and (3) be knowledgeable about the district budget, school schedule, administrative policies and political environment that will have an impact on the program.

Dr. Elizabeth J. Simpson[1] has provided some pertinent questions to help guide curriculum planning.

Scope

1. How frequently will the learning be needed?
2. What are the chances that outcomes will be adequately learned apart from direct instruction in school?
3. What is the cruciality of the situations in which it will be used?
4. How far are students capable of extending any given learning?
5. What learning experiences can be provided?

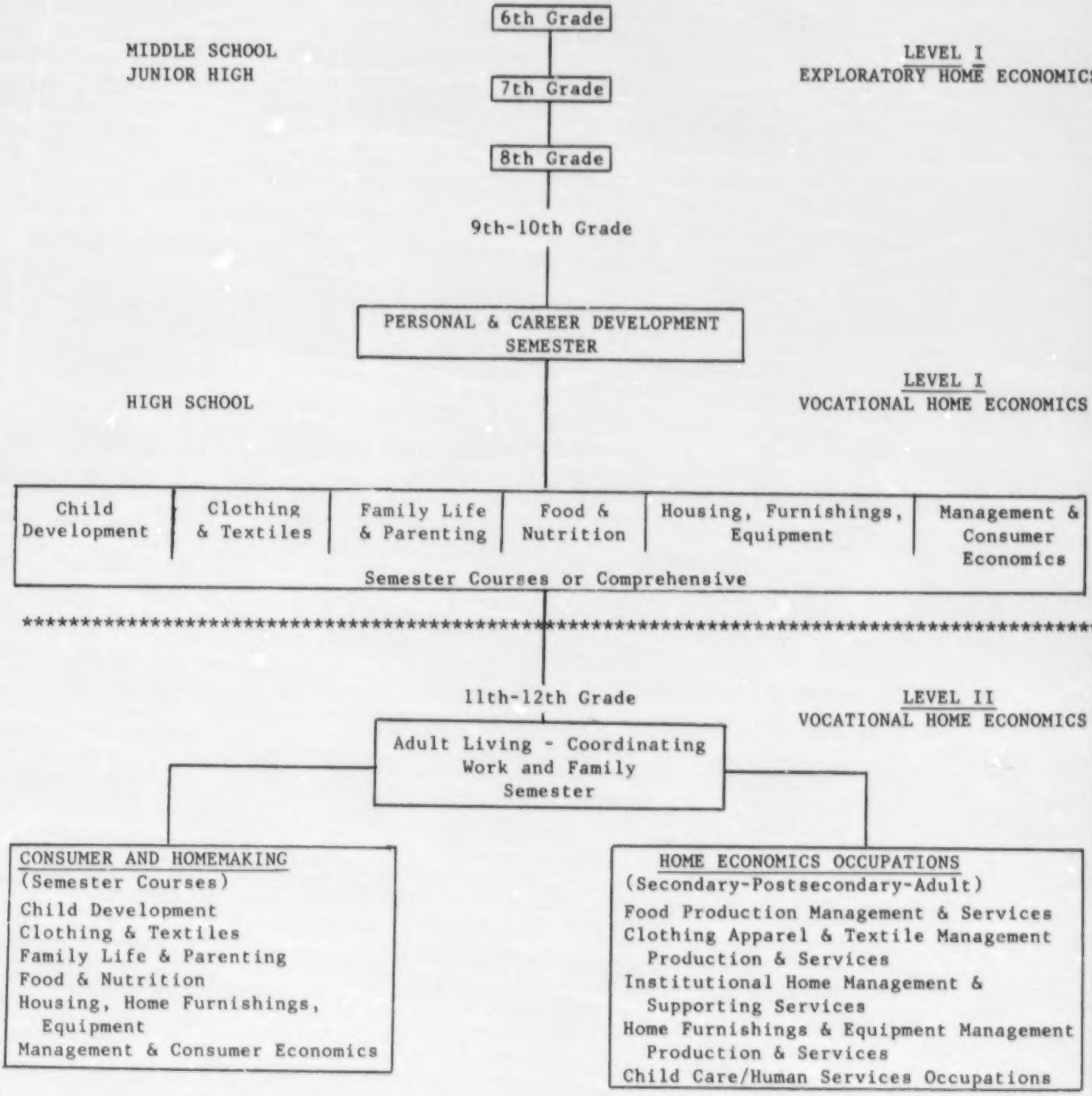
Sequence

1. What is a logical development of content in this field?
2. What is the usual state of "readiness" for learning at each level?
3. What students are likely to be enrolled in homemaking classes at each level?
4. How may provision for new and interesting challenges be made each year?
5. How much repetition in an area is justified?
6. How many facilities can be used most effectively with respect to sequential development?
7. How may teachers' time and energy be most effectively employed with regard to sequence?

[1]Simpson, E. J. "Planning for the Year, the Unit, the Daily Lesson," Illinois Teacher of Home Economics, Vol. IX, No. 5, 1965-66.

Two examples of "Articulation of Home Economics Classes" are illustrated on the next two pages, with the realization that a district (or school) would need to make choices based upon total resources available. The first is appropriate to a large program; the second for a small program. On the following pages are: (1) a completed scope and sequence chart that can be used as a model, and (2) an open chart that can be used as a worksheet in planning scope and sequence for a specific situation.

FLOW CHART FOR ARTICULATION OF HOME ECONOMICS CLASSES
(Large Program)



FLOW CHART FOR ARTICULATION OF HOME ECONOMICS CLASSES

(Small Program, One Teacher)

	First Semester		Second Semester	
	Period		Period	
YEAR 1	1	Seventh grade--9 week rotation Level I	1	Eighth grade--9 week rotation Level I
	2	Food and Nutrition Level II	2	Textiles and Clothing Level II
	3	Child Development Level II	3	Family Life/Parenting Level II
	4	Comprehensive Level I	4	Comprehensive Level I
	5	Preparation	5	Preparation
YEAR 2	1	Seventh grade--9 week rotation Level I	1	Eighth grade--9 week rotation Level I
	2	Food and Nutrition Level I	2	Housing, Home Furnishings, Equipment Level I
	3	Child Development Level I	3	Family Life/Parenting Level I
	4	Comprehensive Level II	4	Comprehensive Level II
	5	Preparation	5	Preparation

HOME ECONOMICS SCOPE AND SEQUENCE

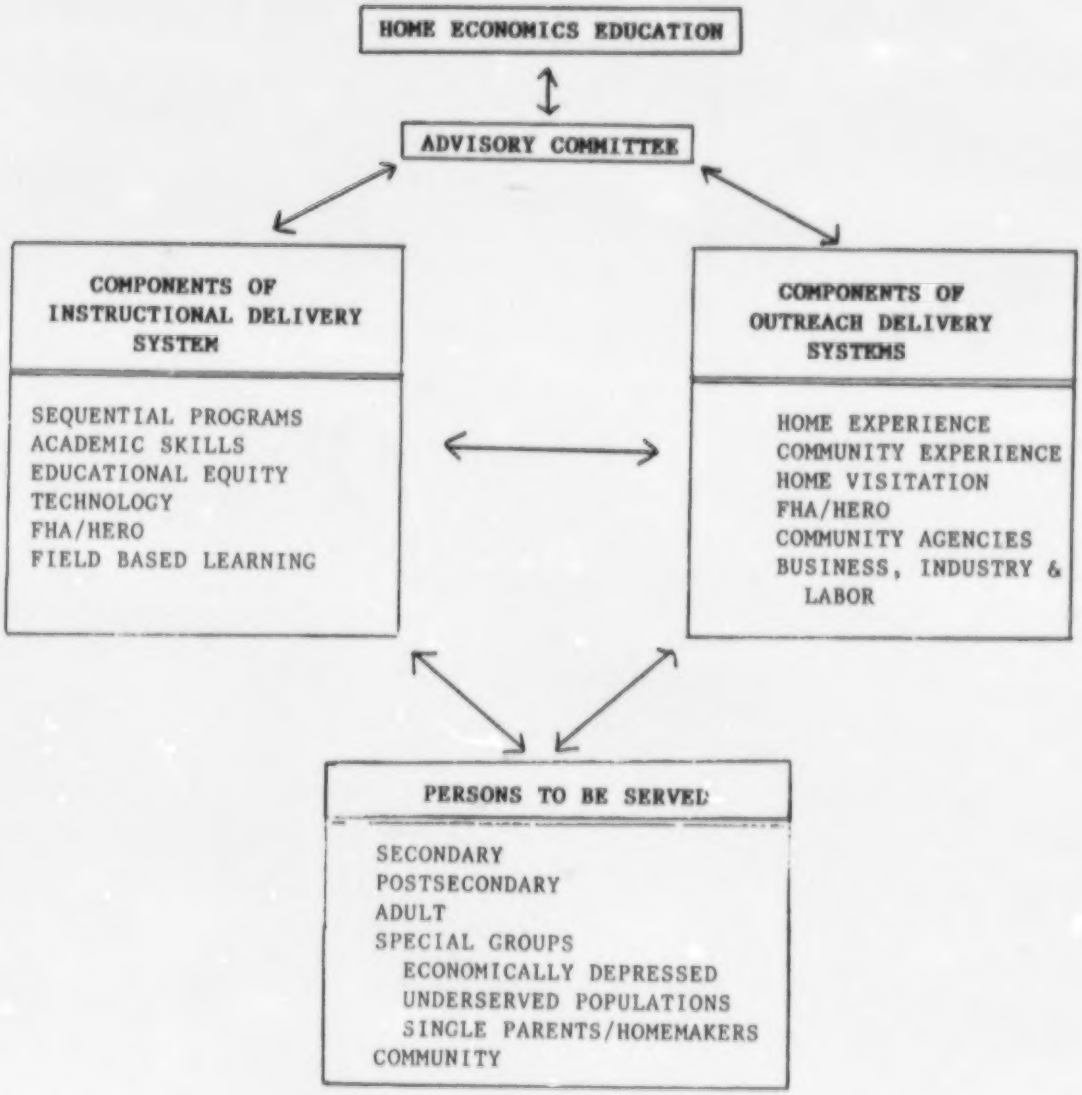
(Suggested Applications)

	Level I Exploratory Grades 6-7-8	Level I Comprehensive Grades 9-10	Level II Semester Courses Grades 10-11-12	Occupational	Adult/Outreach
Subject Areas--Select content from appropriate level--Scope and Sequence					
Child Development	Caring for Children ____ weeks	Child Development Unit ____ weeks	Child Growth and Development	Child Care Occupations	Child Abuse
Clothing & Textiles	Selection and Care ____ weeks	Textiles, Basic Construction ____ weeks	Textiles Construction Tailoring	Clothing Retail Management	Custom Sewing Color Analysis
Family Life & Parenting	Living in a Family ____ weeks	Family Living Parenting ____ weeks	Family Living Parenting	Human Services	Coping with unemployment Substance abuse
Food & Nutrition	Basic Nutrition Introduction to Foods ____ weeks	Nutrition Basic Cookery ____ weeks	Family Nutrition Advanced Foods Creative Cookery	Food Service	Catering Wellness
Housing/Home Furnishings & Equipment	Personal Living Space ____ weeks	Living Environments ____ weeks	Housing and the Environment Interior Design	Interior Design	Energy Conservation
Management/Consumer Economics	Managing Personal Resources ____ weeks	Individual and Family Resource Management ____ weeks	Independent Living Resource Management Consumer Decisions	Human Services	Buying a home computer
Common Strands to be incorporated in all areas					
Employability	World of work ____ weeks	Career Exploration Unit	Consumer as Wage Earner	Managing a Career	Coordinating work and family
Management/Consumer Economics	Management thread throughout all units and courses				
Human Development/ Relationships	Understanding self, relationships, thread throughout all units and courses				

HOME ECONOMICS SCOPE AND SEQUENCE

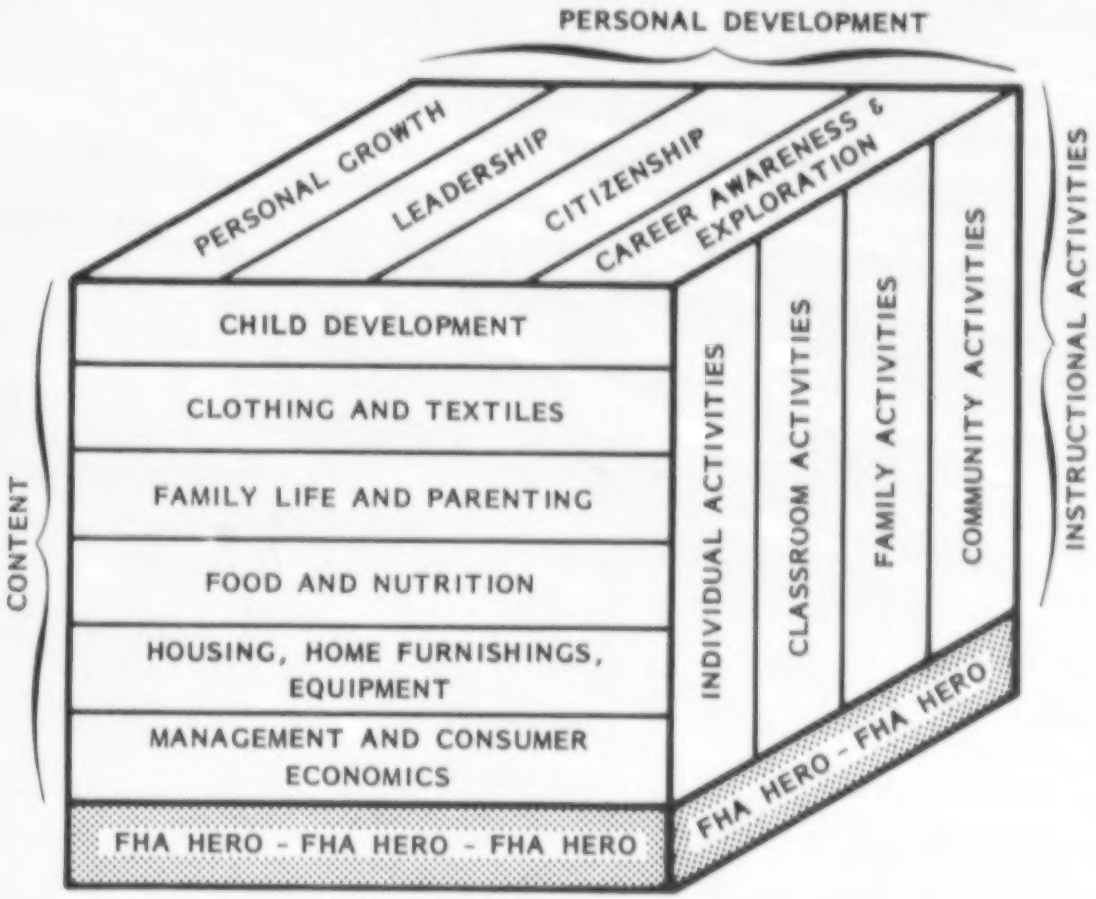
Subject Areas--Select content from appropriate level--Scope and Sequence					
Child Development					
Clothing & Textiles					
Family Life & Parenting					
Food & Nutrition					
Housing/Home Furnishings & Equipment					
Management/Consumer Economics					
Common Strands to be incorporated in all areas					
Employability					
Management/Consumer Economics					
Human Development/ Relationships					

PROGRAM COMPONENTS



RELATIONSHIP OF HOME ECONOMICS PROGRAMS AND FHA/HERO

Future Homemakers of America (FHA) and Home Economics Related Occupations (HERO) chapters are intended to be an integral aspect of home economics programs. The chapters can provide a variety of opportunities to develop leadership potential based on the activities included in the total home economics curriculum.



OUTREACH

Traditionally, outreach has been an important component of vocational home economics programs. During the earliest programs the outreach was primarily to homes and families of students and to adults in classes that were a part of a school's offering. Employment for a part of the summer (extended contracts) was an integral part of the plan since many contacts and adult classes took place then.

The importance of outreach has not diminished; in fact, it has increased. But its dimensions are many, including different audiences and a variety of kinds of community participation. All of these are in addition to the service home economics teachers provide as a resource to the community.

Contact with the families of students is as important as it ever was. Traditional home visits are still desirable, and are encouraged when and where possible. In some secondary schools, contact with parents is made through school events that involve them, or through community agencies. Contacts with adult students, especially low income, are made similarly. The home project is still viable, but may as often be an activity away from home as in the home itself.

Advisory councils help identify needs of program participants, make recommendations for program improvement or expansion and assist in collaborative efforts between the school and community. Through such activities the council serves also as an advocate for home economics, not

only through interpreting programs to the public but also through intervening on its behalf with decision makers. The committee, appointed by the administrator with recommendations from home economics teacher, typically includes parents, former students, administrators, and representatives of community agencies and businesses.

Community agencies may be a source of new audiences and may provide program enrichment. Collaborative efforts with senior centers, social service agencies, health care providers, or child care providers, can help students understand people (and themselves!) better. Such efforts can also provide new audiences; for example, both residents and care givers in the agencies noted may be potential audiences.

Business, industry and organized labor are also sources of program enrichment. They may assist with curriculum development, serving as guest teacher or instructing students at their place of business. Although the connection with occupational programs is obvious, there are opportunities for collaborating with consumer and homemaking programs; for example, in discussion of issues of work and family and preparing for employability.

Both the youth organization, FHA/HERO, and extended contracts are necessary for an effective outreach program. The extended contract provides time for contacts with families, business and other community agencies, and for certain kinds of classes not feasible during the academic year. FHA/HERO activities also provide students with opportunities for outreach. These activities provide the dimensions that help to make a home economics program vocational.

TECHNOLOGY IN HOME ECONOMICS

The advancement of technologies in the current and future information era hold many aspirations and challenges for home economics. Pehaps one of the principal challenges will be to determine and create an awareness of the impact of technology on the family. Home economics teachers can help prepare families to use the computers, television and other technological advancements in ways that strengthen interaction and communication.

With the advent of Home Information Services presented through videotext and teletext, with uses still unknown, instant updating will be provided. Consumer information will be easy to find, current and immediate.

Vocational home economics will be frequently involved in these new technologies as they affect individuals and families, both in application and decision making.

The following examples illustrate the relationship between home economics and technology:

Microwave principles in food preparation.

Use of microcomputers in such areas as financial management, clothing selection and construction, nutrition analysis and food selection, child development simulations, and housing selections

Energy conservation in housing and appliance selection and usage

Laundry appliances using technological improvements for clothing care

Video equipment including television and taping for all areas making available new technologies and information

Consumer decision making in selecting equipment involving technology

EDUCATIONAL EQUITY IN HOME ECONOMICS

Educational equity is providing an equal education to all students regardless of sex, race, national origin, or handicap. Significant gains have been made in promoting educational equity in home economics programs in the past several years. Multiple roles of adult family members have increased the necessity for training in home economics curriculum areas. Diversity and flexibility of home economics education provides many employment opportunities for people of all backgrounds. The elimination of educational stereotyping is essential in serving the wide population of students in educational programs today.

Home economics can continue efforts toward educational equity in programs by evaluating existing print and nonprint instructional media. Select new materials that reflect equity for/of all individuals. Educational equity guidelines need to be observed when developing instructional materials and creating teaching strategies.

Print and nonprint instructional media need to be continually critiqued. The educational equity guidelines for evaluating can most easily be completed by dividing instructional media into three categories: (1) art work--illustrations and/or pictures, (2) language--written and/or spoken, and (3) content--explicit and/or subtle. Following are some guidelines to use in determining whether materials promote educational equity. These guidelines are divided into the above three categories.

Art Work - Illustrations and/or Pictures

- --Art work relects a proportion of sexes, nationalities, races, and disabilities as represented by our country's population.
- --Art work alternately depicts males and females, minorities and majorities, handicapped and nonhandicapped in dominant roles.
- --A variety of people are depicted in nontraditional occupations.
- --Art work depicts educational equity in various levels of occupational status and responsibility.
- --People are depicted in appropriate attire for their occupational role.
- --Illustrations of people contain many body forms, including evidence of handicaps.

Language - Spoken

- --A range of emotions is expressed by the speaker(s).
- --Vocal presentation communicates the intended message with bias-free connotations.
- --Titles of address indicating gender are used only when preferences are stated.

Language - Written or Spoken

--Titles of address indicating gender are omitted.
--Gender-free plural pronouns or an equal balance of gender specific pronouns are used.
--Gender-free nouns are substituted for gender pronouns.
--Gender-free nouns are used to denote all human beings.
--Indefinite pronouns; anyone, anybody, everyone, everybody; may have a plural pronoun referant in all but strictly formal usage.
--Sex-free occupational titles are used, as indicated in the 1977 Dictionary of Occupational Titles, fourth edition.
--Reference is made to physical appearance/ability only when there is a purpose.
--An occupation is described as being performed by any person.
--Nondemeaning descriptions of all people are used.

Content - Explicit and/or Subtle

--People are portrayed in a variety of occupations.
--People are portrayed in a range of societal roles.
--People are presented in nontraditional occupations to illustrate diversity of abilities.
--Preparation for an occupation is described as available to individuals regardless of sex, race, nationality, or disability.

Reviewing materials using the above criteria can also make people aware of their own possible biases or stereotyped ideas. All instructors need to eliminate bias from their speech, thoughts, and teaching methods. Assignment of tasks in a classroom setting can be rotated for all students, not assigned according to sex, race, nationality, or handicap. Using unisex aprons in a neutral color for foods lab is an example of how educational equity can be promoted. Thinking of students as individuals each with their own interests and abilities can help break a habit of thinking in terms of students belonging to a specific group. Bringing educational biases to the attention of students, asking them to analyze and rewrite materials can assist them in eliminating preconceived biased thinking, speaking and acting.

Checklists are available that can be used to determine the educational equitability of materials. (One checklist is available from the Iowa State Department of Public Instruction.)